

# Carden Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

4744 W. Grovers Avenue, Glendale, AZ 85308

### Carden Elementary School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

#### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile \*

Small School\*\*

\*\* Some schools will not receive an Achievement Profile until October 2004.

#### No Child Left Behind

#### Adequate Yearly Progress\*\*\*

Met

#### School Improvement Status\*\*\*

N/A

\*\*\* For additional information, please refer to the AYP page in this report card.

#### School Overview

Principal/Administrator : Mr. Timothy Smith  
Schedule : 7:00 AM to 3:30 PM  
Grades : K-6  
2003 Enrollment : 111  
Web Address : www.cardenschools.org  
Phone Number : (602) 439-5026  
Fax Number : (602) 547-2841  
E-mail : tsmith@internationalstudies.org

#### Mission

It is our mission to accept each student as a unique learner and to develop the whole child. To ensure each child a solid education with strong skills in reading, writing and mathematics.

#### School / Academic Goals

- ü Develop self-discipline, self-confidence and stamina in students so that they may have academic success.
- ü Develop a strong set of skills in reading, writing and math.

#### Instructional Programs

- ü Curriculum is Integrated From K-6
- ü Strong Reading, Writing & Math Programs
- ü Textbooks Developed by Carden Foundation
- ü French Language, Art, Music, Drama

#### Enrollment

October 1, 2002 School Year Student Enrollment : 80  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 104

#### Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 6 hours 0 minutes  
First Day of School : 8/25/2003  
Last Day of School : 5/28/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

School Site Council

Council Composition

Council Duties

- School Administrator(s)
- Non-certified Employee(s)
- Teacher(s)
- Parent(s)
- Community Member(s)
- Student(s)

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	8.25
Other Professional Staff	2.00	Teacher Aide	1.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	0	2	0	0
10 or more years	2	3	0	0

Shared Responsibilities

School

As a public charter school, we feel that we are held accountable to parents to give their children the best educational experience possible. Therefore, we hold all students to high academic standards.

Parents

We encourage parents to do their best to ensure that students have a home where education is valued and where parents support the efforts of our teachers in working with their children.

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Multipurpose Room

Extracurricular Activities

- ü Drama Club
- ü French Club
- ü After School Programs
- ü Band Program

Social Services

- ü Boys and Girls Club
- ü Before School Care

Transportation Policy

We do not provide transportation.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Teachers participated in Carden training. This training provided methods and strategies to help develop student skills in reading and writing.
  
- ü Students participated in various productions demonstrating an appreciation of the arts. There were evening presentations of vocal music, instrumental music, and musical/drama productions presented to the Carden community.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Students Recognized for Feeding the Hungry Project	2000
ü Red Cross Fund Drive	2001
ü Spelling Bee Finalist	2002

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>2</sup>	95	95	94	96
Transfers Out <sup>3</sup>	4	20	20	20
Transfers In <sup>4</sup> (Within District)	0	2	2	2
Transfers In <sup>5</sup> (Out of District)	0	10	10	9
Promotion Rate <sup>6</sup>	100	99	98	95
Retention Rate <sup>7</sup>	0	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	NC	NC
Grades 3-4	NC	NC
Grades 4-5	NC	NC
Grades 5-6	NC	NC

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	10	30	75372	100	100	101	515	512	523	0	0	9	50	41	25	40	52	36	10	7	30
All Students (Prior Year)	NC	NC	70809	NC	NC	NA	NC	NC	518	NC	NC	11	NC	NC	27	NC	NC	35	NC	NC	27
Female	NC	16	36901	NC	100	101	NC	513	524	NC	0	8	NC	44	25	NC	44	36	NC	13	31
Male	NC	14	38385	NC	100	101	NC	511	523	NC	0	9	NC	38	24	NC	62	36	NC	0	30
African American	--	NC	3589	--	NC	96	--	NC	501	--	NC	18	--	NC	33	--	NC	33	--	NC	16
Hispanic	--	--	29103	--	--	99	--	--	510	--	--	12	--	--	31	--	--	36	--	--	20
Asian/Pacific Islander	--	--	1574	--	--	96	--	--	549	--	--	3	--	--	14	--	--	34	--	--	48
American Indian/Alaskan Native	--	--	5086	--	--	114	--	--	491	--	--	22	--	--	38	--	--	28	--	--	12
White	10	27	34597	100	100	98	515	512	535	0	0	4	50	46	20	40	46	38	10	8	38
Students with Disabilities	--	--	8057	--	--	99	--	--	496	--	--	23	--	--	31	--	--	28	--	--	17
Students without Disabilities	10	30	67315	100	100	101	515	512	525	0	0	8	50	41	24	40	52	37	10	7	31
Limited English Proficient Students	--	--	16925	--	--	112	--	--	482	--	--	27	--	--	40	--	--	26	--	--	7
Migrant Students	--	--	869	--	--		--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	--	26325	--	--		--	--	504	--	--	15	--	--	34	--	--	33	--	--	18
Non-Economically Disadvantaged	10	30	49047	--	--		515	512	530	0	0	6	50	41	21	40	52	37	10	7	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	28	75221	NC	93	101	NC	524	523	NC	4	8	NC	19	16	NC	56	56	NC	22	21
All Students (Prior Year)	NC	NC	70860	NC	NC	NA	NC	NC	524	NC	NC	9	NC	NC	17	NC	NC	45	NC	NC	30
Female	NC	14	36833	NC	88	100	NC	532	526	NC	0	6	NC	14	15	NC	57	56	NC	29	23
Male	NC	14	38319	NC	100	101	NC	516	520	NC	8	9	NC	23	17	NC	54	56	NC	15	18
African American	--	NC	3597	--	NC	97	--	NC	510	--	NC	14	--	NC	22	--	NC	53	--	NC	11
Hispanic	--	--	29019	--	--	99	--	--	513	--	--	12	--	--	21	--	--	55	--	--	13
Asian/Pacific Islander	--	--	1572	--	--	95	--	--	536	--	--	2	--	--	9	--	--	57	--	--	31
American Indian/Alaskan Native	--	--	5071	--	--	114	--	--	502	--	--	20	--	--	27	--	--	46	--	--	8
White	NC	25	34543	NC	93	97	NC	525	531	NC	4	4	NC	17	12	NC	54	58	NC	25	26
Students with Disabilities	--	--	8006	--	--	99	--	--	505	--	--	22	--	--	23	--	--	42	--	--	13
Students without Disabilities	NC	28	67215	NC	93	101	NC	524	524	NC	4	7	NC	19	16	NC	56	56	NC	22	21
Limited English Proficient Students	--	--	16853	--	--	112	--	--	489	--	--	29	--	--	36	--	--	32	--	--	3
Migrant Students	--	--	866	--	--		--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	--	26256	--	--		--	--	509	--	--	14	--	--	24	--	--	51	--	--	11
Non-Economically Disadvantaged	NC	28	48965	--	--		NC	524	528	NC	4	5	NC	19	13	NC	56	58	NC	22	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	10	30	73654	100	100	99	509	522	530	10	3	9	40	28	13	50	66	70	0	3	7
All Students (Prior Year)	NC	NC	68592	NC	NC	NA	NC	NC	542	NC	NC	9	NC	NC	12	NC	NC	63	NC	NC	16
Female	NC	16	36239	NC	100	99	NC	529	537	NC	0	7	NC	25	11	NC	69	72	NC	6	10
Male	NC	14	37301	NC	100	98	NC	514	523	NC	8	12	NC	31	15	NC	62	68	NC	0	5
African American	--	NC	3488	--	NC	94	--	NC	515	--	NC	16	--	NC	18	--	NC	62	--	NC	4
Hispanic	--	--	28348	--	--	96	--	--	520	--	--	13	--	--	17	--	--	65	--	--	5
Asian/Pacific Islander	--	--	1558	--	--	95	--	--	547	--	--	3	--	--	8	--	--	76	--	--	13
American Indian/Alaskan Native	--	--	4947	--	--	111	--	--	507	--	--	22	--	--	22	--	--	53	--	--	3
White	10	27	33924	100	100	96	509	521	537	10	4	5	40	27	10	50	65	75	0	4	9
Students with Disabilities	--	--	7306	--	--	90	--	--	506	--	--	24	--	--	20	--	--	52	--	--	4
Students without Disabilities	10	30	66348	100	100	100	509	522	531	10	3	8	40	28	13	50	66	71	0	3	8
Limited English Proficient Students	--	--	16422	--	--	109	--	--	495	--	--	30	--	--	27	--	--	43	--	--	0
Migrant Students	--	--	849	--	--		--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	--	25711	--	--		--	--	514	--	--	16	--	--	19	--	--	61	--	--	3
Non-Economically Disadvantaged	10	30	47943	--	--		509	522	535	10	3	7	40	28	11	50	66	74	0	3	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	16	76230	NC	84	101	NC	476	498	NC	23	12	NC	46	38	NC	15	12	NC	15	37
All Students (Prior Year)	15	15	72888	NA	NA	NA	473	473	494	21	21	14	50	50	40	14	14	12	14	14	34
Female	NC	NC	37247	NC	NC	100	NC	NC	500	NC	NC	11	NC	NC	40	NC	NC	13	NC	NC	37
Male	NC	NC	38725	NC	NC	101	NC	NC	497	NC	NC	14	NC	NC	37	NC	NC	12	NC	NC	37
African American	--	NC	3594	--	NC	96	--	NC	476	--	NC	22	--	NC	46	--	NC	11	--	NC	21
Hispanic	--	--	28100	--	--	98	--	--	482	--	--	18	--	--	47	--	--	11	--	--	24
Asian/Pacific Islander	--	NC	1447	--	NC	95	--	NC	527	--	NC	5	--	NC	26	--	NC	11	--	NC	58
American Indian/Alaskan Native	--	--	5292	--	--	113	--	--	463	--	--	31	--	--	47	--	--	8	--	--	14
White	NC	14	35389	NC	93	96	NC	483	514	NC	18	6	NC	45	32	NC	18	14	NC	18	48
Students with Disabilities	NC	NC	9022	NC	NC	105	NC	NC	465	NC	NC	31	NC	NC	43	NC	NC	8	NC	NC	17
Students without Disabilities	NC	13	67208	NC	87	100	NC	476	500	NC	23	12	NC	46	38	NC	15	12	NC	15	38
Limited English Proficient Students	--	--	14826	--	--	113	--	--	460	--	--	31	--	--	51	--	--	8	--	--	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	--	25037				--	--	477	--	--	21	--	--	47	--	--	11	--	--	21
Non-Economically Disadvantaged	NC	16	51193				NC	476	507	NC	23	9	NC	46	35	NC	15	13	NC	15	43

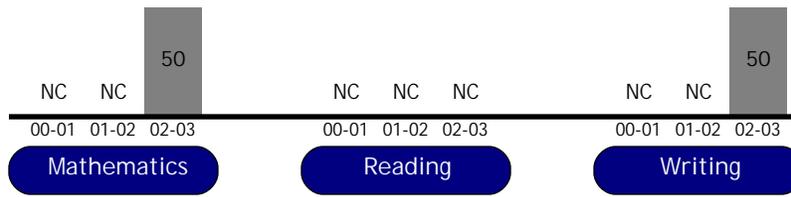
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	17	76202	NC	89	101	NC	501	505	NC	14	19	NC	29	24	NC	57	46	NC	0	11
All Students (Prior Year)	15	15	72779	NA	NA	NA	498	498	505	31	31	21	15	15	20	38	38	43	15	15	15
Female	NC	NC	37231	NC	NC	100	NC	NC	507	NC	NC	16	NC	NC	24	NC	NC	48	NC	NC	13
Male	NC	NC	38718	NC	NC	101	NC	NC	503	NC	NC	22	NC	NC	24	NC	NC	44	NC	NC	10
African American	--	NC	3600	--	NC	97	--	NC	497	--	NC	28	--	NC	29	--	NC	39	--	NC	5
Hispanic	--	--	28090	--	--	98	--	--	497	--	--	28	--	--	30	--	--	37	--	--	5
Asian/Pacific Islander	--	NC	1443	--	NC	95	--	NC	515	--	NC	9	--	NC	19	--	NC	53	--	NC	19
American Indian/Alaskan Native	--	--	5311	--	--	113	--	--	491	--	--	38	--	--	31	--	--	28	--	--	3
White	NC	14	35371	NC	93	96	NC	502	512	NC	9	10	NC	36	20	NC	55	54	NC	0	16
Students with Disabilities	NC	NC	9097	NC	NC	106	NC	NC	493	NC	NC	39	NC	NC	27	NC	NC	29	NC	NC	5
Students without Disabilities	NC	14	67105	NC	93	100	NC	501	506	NC	14	18	NC	29	24	NC	57	47	NC	0	12
Limited English Proficient Students	--	--	14780	--	--	113	--	--	486	--	--	50	--	--	32	--	--	18	--	--	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	--	24961				--	--	495	--	--	32	--	--	30	--	--	34	--	--	4
Non-Economically Disadvantaged	NC	17	51241				NC	501	509	NC	14	14	NC	29	22	NC	57	51	NC	0	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	15	74692	NC	79	99	NC	475	502	NC	15	18	NC	54	27	NC	31	47	NC	0	8
All Students (Prior Year)	14	14	70710	NA	NA	NA	496	496	512	17	17	17	33	33	26	33	33	42	17	17	16
Female	NC	NC	36710	NC	NC	99	NC	NC	509	NC	NC	14	NC	NC	26	NC	NC	50	NC	NC	10
Male	NC	NC	37742	NC	NC	98	NC	NC	495	NC	NC	22	NC	NC	28	NC	NC	44	NC	NC	6
African American	--	NC	3516	--	NC	94	--	NC	487	--	NC	26	--	NC	31	--	NC	39	--	NC	4
Hispanic	--	--	27492	--	--	96	--	--	486	--	--	27	--	--	32	--	--	38	--	--	4
Asian/Pacific Islander	--	--	1428	--	--	94	--	--	528	--	--	8	--	--	20	--	--	54	--	--	18
American Indian/Alaskan Native	--	--	5166	--	--	110	--	--	470	--	--	39	--	--	32	--	--	27	--	--	2
White	NC	14	34785	NC	93	94	NC	476	517	NC	17	10	NC	50	23	NC	33	56	NC	0	11
Students with Disabilities	NC	NC	8428	NC	NC	98	NC	NC	472	NC	NC	38	NC	NC	30	NC	NC	29	NC	NC	3
Students without Disabilities	NC	13	66264	NC	87	99	NC	475	503	NC	15	17	NC	54	27	NC	31	48	NC	0	8
Limited English Proficient Students	--	--	14363	--	--	109	--	--	459	--	--	47	--	--	34	--	--	19	--	--	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	--	24507				--	--	480	--	--	31	--	--	33	--	--	33	--	--	3
Non-Economically Disadvantaged	NC	15	50185				NC	475	511	NC	15	13	NC	54	24	NC	31	53	NC	0	10

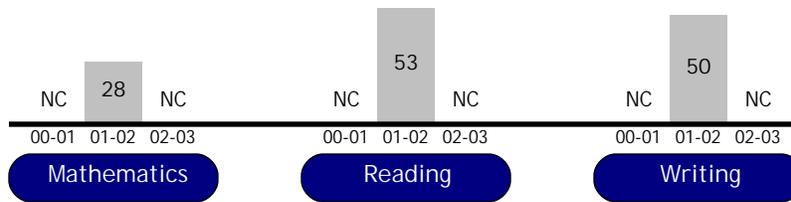
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

**Adequate Yearly Progress (AYP):** The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

**Met Percent Tested:** Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

**Met Test Objectives:** The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

**Met Attendance Rate:** Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

**Met Graduation Rate:** School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

**School Improvement - Year 1:** Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

**School Improvement - Year 2:** Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:** Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	NC	NC	NC	53	100	43	43	44	NC	NC	41	50
	Language	NC	NC	NC	45	100	27	27	39	NC	NC	30	43
	Mathematics	NC	NC	NC	56	100	30	30	52	100	47	46	57
3	Reading	100	36	36	50	NC	NC	NC	43	100	52	55	47
	Language	92	30	30	55	NC	NC	NC	50	100	44	52	54
	Mathematics	83	33	33	53	NC	NC	NC	50	100	40	57	54
4	Reading	81	39	39	55	NC	NC	NC	47	NC	NC	51	52
	Language	100	35	35	50	NC	NC	NC	45	NC	NC	53	48
	Mathematics	100	26	26	56	NC	NC	NC	52	NC	NC	56	57
5	Reading	NC	NC	NC	51	94	33	33	46	NC	NC	54	50
	Language	NC	NC	NC	46	94	30	30	43	NC	NC	43	46
	Mathematics	NC	NC	NC	56	88	58	58	54	NC	NC	66	57
6	Reading	NC	NC	NC	54	85	70	70	49	NC	NC	58	53
	Language	NC	NC	NC	46	85	67	67	42	NC	NC	51	45
	Mathematics	NC	NC	NC	61	85	76	76	58	NC	NC	65	62

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Carden Traditional School conducts frequent safety training and drills for students and staff members. Evacuation, shelter-in-place, lock-down and other safety drills are conducted frequently. Carden is a closed campus.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy		
Community Resources	Gail Spiegel	(602) 439-5026
School Nutrition Programs		
Parent Organization	Liz Katz	(602) 439-5026
Student Health/Nurse	Maureen Singh	(602) 439-5026

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns). If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)